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Making a Decision
Unit Overview

The Making a Decision unit is designed to help students think about the career pathways available to them and determine which pathways are the best fit for them based on a variety of needs. The unit covers the following topics: personal mission statements, diversity, travel, location, housing, support systems, and finances. By the end of the unit the students will complete a reflection table that will help them select a postsecondary plan that meets all of their needs.

Making a Decision gives students the opportunity to develop and explore the following Key Factors and Foundational Components that are outlined in Foundations for Young Adult Success by The University of Chicago's Consortium on Chicago School Research.

- **Integrated Identity** is a sense of internal consistency of who one is across time and across multiple social identities. An integrated identity serves as an internal framework for making choices and provides a stable base from which one can act in the world.
- **Agency** is the ability to make choices about and take an active role in one's life path, rather than solely being the product of one's circumstances. Agency requires the intentionality and forethought to derive a course of action and adjust course as needed to reflect one's identity, competencies, knowledge and skills, mindsets, and values..

Mak will allow students to practice and develop mastery in the following Common Core State Standards and 21st Century Skills.

Common Core State Standards

- **CC.9-10.SL.1 Comprehension and Collaboration:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **RI.11-12.7: Integration of Knowledge and Ideas:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **SL.11-12.1: Comprehension and Collaboration:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.11-12.4: Presentation of Knowledge and Ideas:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed,

21st Century Skills

- **Critical Thinking and Problem Solving:**
  - Reason Effectively
  - Make Judgements and Decisions
  - Use Systems Thinking
- **Communication and Collaboration**
  - Communicate Clearly
  - Collaborate with Others
- **Financial, Economic, Business, and Entrepreneurship**
  - Know how to make appropriate personal economic choices

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and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Making a Decision
At-A-Glance Calendar

Day 0	Day 1	Day 2	Day 3	Day 4
Activities: • How to Make Hard Decisions video reflection • Stand and Declare	•	**Activities:** • Personal mission statement writing • Personal mission statement feedback and revision	**Activities:** • Analyzing real scenarios • Case student • Independent reflection	**Activities:** • Housing exploration: dorm life or home life • Reflection
Materials: • How to Make Hard Decisions video • Video prompts • Stand and declare statements	•	**Materials:** • Mission statement guide • Feedback directions • Making a decision summary chart	**Materials:** • Real life scenario profiles • Case study • Case study option cards • Individual reflection questions • Making a decision summary chart	**Materials:** • Housing activity directions and prompts • Making a decision summary chart

Day 5	Day 6	Day 7	Day 8	Day 9
Activities: • Available finances group brainstorm • Individual finances reflection • Group reflection	**Activities:** • Travel and location scenario group work • Group presentation • Reflection	**Activities:** • Defining diversity • Analyzing diversity in various communities	**Activities:** • Unique needs reflective writing • Further reflection Options	**Activities:** • Unit reflection • Think, pair, share
Materials: • Chart paper • Finances reflection sheet • Making a decision summary chart	**Materials:** • Chart Paper • Travel scenario cards • Making a decision summary chart	**Materials:** • Diversity wheel graphic • Making a decision summary chart	**Materials:** • Reflection prompts • Further reflection • Making a decision summary chart	**Materials:** • Reflection questions • Making a decision summary chart

➕ Click on Day # to go directly to lesson

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Name of Unit
Hook

Day 0

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What can cause making a decision to be difficult? How do you typically approach decision making? How do you feel after you make difficult decisions?

Activity

ARC Objectives:
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Stand and declare prompts

Decision making is an endless process that we all will go through in life. Some decisions are easy, clear, and light, and some can be more challenging and can carry more weight. This unit will walk you through the process of making a decision for your next step after high school. A lot of this process will ask students to analyze their options, but sometimes students will need to make a decision that feels best to them even if it doesn't necessarily look or feel safer. The purpose here is for students to choose the next best step *for them*.

-

Step 2: Share out
- Pair students or place them in triads to discuss their takeaways, then ask each group to share out a summary of what they discussed

Step 3: Stand and Declare
- Label one side of the room "Agree" and the other "Disagree"
- Place statements on the board and ask students to move to the side of the room that correlates to their viewpoint. Once students decide, ask 1-3 students on each side to explain their choice.
- Statements
  - Hard choices are hard because there are no best options
  - When I get stuck making a decision, I make the decision that feels safest.
  - When we create reasons for ourselves, we become the authors of our own lives.

Closing

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Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	Closing Reflection: "When you come upon a difficult life choice think about who you will become when you choose one or the other. Use that to inform your choice rather than the qualities of the choices themselves."- Ruth Chang What does this quote mean to you? How does this apply to your post secondary choices?

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Making a Decision
Fit of Environment

Day 1

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Think about a week in your life right now. What does your routine look like? Where do you go, who do you see, what do you do, how do you feel? What would you like to stay the same a year from now? What would you like to be different?

Activity

ARC Objectives:
- ➕ **(A) Encounter. Discover:** Watches others; observes novel work
- ➕ **(A) Tinker. Understand:** Things beyond what is currently possible

Timing: 30-35minutes

Resources/Materials:
- Making a decision summary chart
- Day in my future life graphic organizer
- Day in the life videos

When making decisions about post-secondary plans, students should consider the life they want to live. Throughout this unit, students will contemplate various aspects of their post-secondary lives to identify their needs and wants to decide which post-secondary option would be the best fit for them.

Whether students decide to go to college, work, start a trade program, etc., they should consider how they want to spend their time. This activity will provide them with resources to visualize what a "day in the life" could look like for different options, and give them time to envision themselves a year from now.

Teacher Note: This lesson would work well utilizing Google Classroom or a platform that will allow students to choose videos/articles to read.

Teacher Note: This could be an opportunity to connect with Embarc to set up an alumni panel of recent high school grads in different post-secondary settings.

Step Two: Group students by their post-secondary choice to have them debrief the resources they reviewed. Provide these three questions to support those group conversations
- What were some commonalities you noticed people having in their days? Differences?
- What would you look forward to experiencing in those days? What would you not look forward to?
- What would you want to add to your day? What would you take out?

Step Three: Encourage students to think about how they would want to fill a day in their life. Students will utilize their *Fit of Environment* guide to identify

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	activities, majors, clubs, causes, and communities that they'd like to be a part of.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Complete the decision reflection table for the row "Personality/Fit." **Note:** The students will fill out a row of this table for every lesson in the unit to allow them to reflect on their "negotiables" and "non-negotiables" when it comes to their postsecondary plan.

Name: _____ Date: _____

Embarc

Making a Decision **Day 1**

A Day in my Future Life

Directions: After watching about the day in the life of a pathway of interest, take a moment to envision what you'd want your day to look like. What would look similar, what could look different?

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How would you meet the needs of this pathway?	How would you prioritize self-care?	How would you explore and grow?	How would you socialize and connect?
Example: an hour of library time every evening	*Example: breakfast every morning*	*Example: volunteer at a homeless shelter weekly*	*Example: join a volleyball team*

Name: _____ Date: _____

Making a Decision

Decision Summary Table

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Instructions: After every lesson in this unit you will fill out the row of this summary table that corresponds with the lesson. A non-negotiable is something that is not open to discussion or modification and a negotiable is something that is open to discussion or modification. For each lesson, you will think of your non-negotiables and negotiables for that category.

For example, for Housing you might say non-negotiable is living away from your family and a negotiable is if you'll live in the dorms or your own apartment.

Category	Non-Negotiables	Negotiables	Why?
Personality/Fit			
Clear Why			
Who			

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Diversity			
Unique Needs			
Housing			
Available Finances			

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Travel and Location			

Making a Decision
Clarifying the Why

Day 2

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Each year in Embarc, you are asked to consider your core values. Have you noticed a change in these over time? What does that tell you about yourself?

Activity

ARC Objectives:
- **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences
- **(R) Integrate. Lead:** Believes "I did that; I'm the kind of person who can; I belong anywhere"
- **(A) Choose. Understand:** Weighs values. Makes decisions/identifies goals

Timing: 30-35minutes

With any post-secondary decision, there are pros and cons, ease and challenges. Having a strong *why* can support drive and accomplishment. Students will utilize this lesson to identify and communicate their why. This should be the foundation for their post-secondary choices.

This will be a two day lesson. Students will have the first day to plan and brainstorm. The second day will be used for writing and revision.

Teacher Note I: Students may have a mission statement from the My Brand, My Network Unit. If they have access to that, they may use it as a jumping ground to revise and edit as need be.

Day One

- Explain what a personal mission statement is:
  - A personal mission statement is a brief description of what is important to you, what you want to focus on, what you want to accomplish, and who you want to become. It's an intention and

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Resources/Materials: ○ Mission statement writing guide ○ Feedback prompts ○ Making a decision summary chart	promise that can drive and inspire you through the ebbs and flows of life. Over time, your circumstances and priorities will change, along with your goals and dreams. This mission statement is not set in stone, it can and should be revised over time, but it's always good to have grounding and purpose as you make decisions. ● Preparation: Students will use their guides to complete two steps to prepare to write their mission statements. Remind students that this process should be both discovery and creation. There is no need to rush or force it too much. It's ok if a robust mission statement isn't developed in 2 days as long as there is something to start with that can ground and inspire them to keep developing it. ○ Step 1: Identify your values ○ Step 2: Craft your personal mission statement ● Place students with partners to gather feedback: ○ Person A will share their personal statement rough draft. ○ Person B will share their feedback based on the following prompt: ■ What is clear in this personal mission statement? ■ What is unclear? ■ Summarize the parts that seem to stick out the most ○ Person A will take notes on the feedback they receive from their partner to use in their revision ○ Students will swap to ensure both have the opportunity to share and receive feedback **Day Two** ● Have students use their notes to revise their mission statement ● Independent + Silent Reflection: Ask students to read through their statement again and circle 5 words that either repeat frequently or that feel particularly powerful. ○ Reflection: What do these words tell you about your post-secondary choice? *Teacher Note: For students that are inspired visually, encourage them to create an image or physical representation of their mission statement.*

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Complete your decision summary table in the "clear why" row.

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Name: _____ Date: _____

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Mission Statement Guide

Day 2

Directions: This guide will prompt you to consider elements of a personal mission statement. It is ok if you are still working through figuring parts of this out, but it is important to ground yourself in *your* why.

Step 1: Identify Your Values

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Step 2: Sentence Stems

Directions: Fill out the sentence stems on the left using the questions at the right to guide you. Once you finish, put your sentence stems together and edit as needed to write your mission statement.

Part One	
I want to...	*What you want to achieve, do or become?*
So that...	*Why is this important to you?*
I will do this by...	*Specific behaviors or actions you plan to take to get there*
Part Two:	
I value...	*Choose 1-3 values important to you.*
Because...	*Reasons why these values are important to you.*
Accordingly I will...	*What you are doing (or can do) to live by these values.*
Part Three:	
To appreciate and enjoy:	Things you want to appreciate and enjoy more
By:	What you can do to appreciate/enjoy these things
Part Five	
To treasure above all else:	Most important things to you
By:	What you can do to live your priorities
Part Six:	
To be known by:	An important person/group
As someone who is:	Qualities you want to have

_____
_____
_____
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_____
_____
_____
_____

Feedback Directions:

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1. Partner with a peer.
2. Take turns reading your mission statement and providing feedback
3. Use the following prompts to guide the feedback you provide:
    a. What is clear in this personal mission statement?
    b. What is unclear?
    c. Summarize the parts that seem to stick out the most
4. Take notes on the feedback you receive to revise your mission statement

Making a Decision
Rings of Influence

Day 3

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Do you think the people around you can impact the big decisions you make in your life? Why or why not? Do you find this positive, negative, or neither? Explain.

Activity

ARC Objectives:
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences
- ➕ **(R) Connect. Lead:** Incorporates connections into personal choices
- ➕ **(A) Tinker. Discover:** Takes on different perspectives. Negotiates ideas with others.

Timing: 30-35minutes

In making and executing a decision, students will need to be able to identify how the people around them can influence, support, or deter them from making decisions that are best for them. Today in groups, students will read through the pathways of recent grads and a case study to identify the influences that impacted their post-secondary decisions.

Teacher Note: This lesson could take two days. Students can begin the case study day one and finish their analysis, discussion, and individual reflection over the second day.

Part One: Real Scenarios

- Inform students that they will be reading about stories from recent high school graduates to learn about the influences that impacted the decisions they've made for their post-secondary path.
- Place students into groups of 3 or 4 and assign them a story to read together
- As a group, they should discuss and prepare to share the following:
    - How would you describe this individual?
    - What was their post-secondary decision or pathway?
    - What influences played a role in their decision? These could be societal influences, family members, school faculty, friends, etc.

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Resources/Materials:

- Real life scenario stories
- Case study
- Option cards
- Individual reflection questions
- Chart paper
- Markers
- Post its
- Making a decision summary chart

    - Where were those influences positive?
    - Where were those influences negative?
    - How comfortable does this individual seem with their decision? What leads you to this inference?
- Have each group share out and discuss the following as a group:
    - Were there any themes that we noticed in these stories?
    - Were there any common influences that came up more than once?
    - What were some ways that outside influences impacted these individuals positively or negatively?

Part Two: Case Study

- Allow students to stay in their groups and provide them with chart paper, markers, and post-it notes
- Students will now have some time to consider the decision making process. Together, they will read through the "Meet Chris" scenario
- As a group, students will consider the pros and cons of Chris' options and discuss the questions provided
- Provide each group with option cards
- As a group, students should consider the advantages and disadvantages of each option and choose the option they deem "best"
- Together, the group will answer the follow up questions.
- Provide time for students to add their work/discussion/responses to the chart paper to share out
- As each group shares out, encourage students to ask questions or make comments after each presentation.
- Engage students in a discussion after all groups have presented using the following prompts:
    - Did any groups choose an option that felt surprising?
    - Did any groups consider something that didn't seem important to you? Or did they not consider something that did seem important to you?
    - How relatable is Chris? What differences or similarities do you find to him?

Part Three: Individual Reflection

- Encourage students to journal and reflect using the following prompts. This reflection will allow them to complete their Decision Summary Chart.
    - What role did the influence of others play in the real life scenario you read and the case study you participated in?
    - What influences do you feel in making your post-secondary decision? These could be societal, personal, academic, etc.
    - What influences do you feel will be most supportive and beneficial to your decision making? Why?
    - What influences do you want to ignore? Why?

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Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Complete the “who” row in your Decision Making Summary Chart.

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Name: _____ Date: _____

Embarc

Making a Decision **Day 3**

Rings of Influence: Real Life Scenarios

Part One: With your group, read the story of the individual you have been assigned. Together, answer the questions below.

How would you describe this individual?

What was their post-secondary decision or pathway?

What influences played a role in their decision? These could be societal influences, family members, school faculty, friends, etc.

Where were those influences positive?

Where were those influences negative?

How comfortable does this individual seem with their decision? What leads you to this inference?

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Name: _____ Date: _____

Embarc

Making a Decision

Rings of Influence: Case Study

Day 3

Go through a CNA program to become a Certified Nursing Assistant	Go to a two year nursing program at a vocational school (e.g., Geisinger School of Nursing) for LPN (Licensed Practical Nurse)
Go to a two year college for nursing and earn an associates degree for LPN (Licensed Practical Nurse)	Go to a four year college/university for nursing and earn a BS degree for RN (Registered Nurse)
Go to a 5-6 year college/university for nursing/practitioner and earn a master's degree through an accelerated program for NP (Nursing Practitioner)	Become a full time EMT
Take a GAP year, continuing to work full time and volunteering	Do nothing, live at home and sponge off of parents

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Name: _____ Date: _____

Making a Decision

Rings of Influence: Case Study

Day 3

FOLLOW UP

Let's say Chris implements the decision your group made which was…..

Where could this decision lead?

Could others be affected? Who? How?

How would Chris's life or career be affected?

How would Chris's parents view this choice?

What concerns may Chris have with this choice? Why?

How realistic is this process when thinking about your own future post-secondary education and career? Explain in 3-5 solid sentences.

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Name: _____ Date: _____

Making a Decision

Day 3

Rings of Influence: Individual Reflection

Directions: Before filling in your "Making a Decision Summary Chart", consider the role that influences will play in your decision making process. Use the questions below to guide your reflection.

1. What role did the influence of others play in the real life scenario you read and the case study you participated in?

2. What influences do you feel in making your post-secondary decision? These could be societal, personal, academic, etc.

3. What influences do you feel will be most supportive and beneficial to your decision making? Why?

4. What influences do you want to ignore? Why?

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Making a Decision
Housing

Day 4

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Based on your interests and pathways options for after high school, what housing options are a possibility for you? Look at the list below and circle the options that apply to you. If you have a housing situation that isn't on this list, feel free to add in your own.

- Living in dorms or on-campus housing
- Living with friends or family
- Living in your own apartment/house that you will secure on your own
- Military housing

Activity

ARC Objectives:
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences
- ➕ **(A) Choose. Lead:** Considers how decisions will affect their future (agency)

Timing: 30-35minutes

Resources/Materials:
- Activity sheet
- Computer

Based on how students responded to the journal prompt, they will self select one of the two options below. If they are considering options that fall under each of these categories, have them consider doing both activities.

Living with friends or family/Living in your own apartment or house
- Students will create a vision board of their space using a digital tool (Google Slides, Jamboard, Canva etc.) using the prompts on the materials sheet.
- Reflection questions:
  - Who would you be sharing the space with?
  - What would you have to purchase for your space that you don't already have?
  - What spaces inside or outside of your home can you use to focus, what spaces can you use to relax?

Closing

Timing: 5-8 Minutes

Closing Reflection: Complete the decision reflection table for the row "housing."

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Resources/Materials: ○ Closing Reflection on display	

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Making a Decision

Housing

Day 4

Dorm housing/on-campus housing/military housing:

Instructions	• Answer the reflection questions below after you explore each school.

Reflection Questions:

- Which schools did you choose to explore?
- What feels exciting to you about the first space you explored? What makes you nervous?
- What feels exciting to you about the second space you explored? What makes you nervous?
- What differences do you see between the dorms at different campuses?
- Which did you like more and why?

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Living with friends or family/Living in your own apartment or house:

Directions: Using a digital tool of your choice (Google Slides, Jamboard, Canva etc.) you will create a vision board that includes photos, gifs, words, and quotes to reflect on what your living space might look like next year.

What to include on your vision board:

- What shared spaces will you have in your living space? (places to consider: living room, kitchen, bedroom, outdoor areas etc.)
- What spaces do you have that you don't share with anyone else?
- Where can you go in your space to relax?
- Where can you go in your space if you need to focus or get work done?
- Where can you go outside of your living space to relax or focus? This might be a library, coffee shop, restaurant, or someone else's living space.

Reflection Questions:

- Who would you be sharing your living space with?

- What might be difficult about living with these people (or if you're living alone, what challenges you may have with that)?

- What would you have to purchase or borrow for your space that you don't already have?

- What spaces inside or outside of your home can you use to focus, what spaces can you use to relax?

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Making a Decision
Available Finances

Day 5

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display
- Optional: student award letters

Note: *At this point, students should have already analyzed their award letters. If they haven't, Embarc has lessons in the Award Letter unit that can help with this.*

For this journal, have students take out the award letters that they are comparing if college or a trade program that gives award letters is one of their options.

Journal: What are the top 3 large costs that you anticipate having to pay next year? Below are some things that may or may not apply to you depending on your situation.
- Tuition
- Housing (dorms, rent etc.)
- Bills
- Meal plan/food

Activity

ARC Objectives:
- ➕ **(R) Connect. Lead:** Incorporates connections into personal choices
- ➕ **(A) Choose. Lead:** Considers how decisions will affect their future (agency)

Timing: 30-35minutes

Resources/Materials:
- Student activity sheet
- Markers
- Chart paper

Students will look at the potential long term financial impact of their options.

Teacher note: At this point, students should have already analyzed their award letters if they have them. If they aren't considering an option where they would receive an award letter, it's important that the student knows some basics about what expenses they might have to cover.

Students will be able to compare the different options that they are considering and think about what the financial impact of each choice might be.

Group Brainstorm:
Begin by splitting the classing into groups and assigning them each one of the categories below. Feel free to create your own categories or combine them based on class size and students needs. In their groups have them brainstorm some of the costs that might come up in each category.

- Tuition
- Housing (dorms, rent etc.)
- Bills

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	• Meal plan/food Have each group share out to get students thinking what some of their own expenses might be. **Individual Brainstorm:** Students will use the sheet below to think about what some of their major expenses might be in these categories next year and in five years. They might now know exactly what all of their expenses are, and that is okay. The goal is for the students to begin thinking critically about how their plan options will impact their finances. **Whole group reflection:** • What feelings came up as you completed this exercise? • What came up in the group brainstorm that you hadn't considered before? • What information do you still need in order to know what your expenses might be next year?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Complete the decision reflection table for the row "available finances."

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Name: _____ Date: _____

Making a Decision

Available Finances

Day 5

Instructions:

In this activity, you will compare the ways that your postsecondary plan might have an impact on your finances next year and in five years.Select two plans you are considering. If you are considering college, select the individual schools you are considering. Some other plans you may be considering are trade programs, working full time, the military, and more! In each category, brainstorm any expenses that you predict to have, you don't have to record the cost of each expense. *For example under bills you might include your phone bill, you don't need to record how much your bill is.*

		Next Year	Five Years
Option 1:	**Housing**		
	Tuition/Fees		
	Work Fees		
	Bills		
	Other		
Option 2:	**Housing**		
	Tuition/Fees		

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	Work Fees		
	Bills		
	Other		

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Making a Decision
Travel and Location

Day 6

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What ways do you use to get around the city (i.e. the bus, train, walking a car, a bike etc.). What do you have to pay (if anything) for the different types of transportation that you use?

Activity

ARC Objectives:
- ➕ **(R) Connect. Lead:** Incorporates connections into personal choices
- ➕ **(A) Tinker. Discover:** Takes on different perspectives. Negotiates ideas with others.
- ➕ **(A) Choose. Lead:** Considers how decisions will affect their future (agency)

Timing: 30-35minutes

You will split students up into four different groups, each group will be given one of the postsecondary pathway scenario cards. Once the students read about each scenario they will work as a group to determine the following:
- What type of traveling will that student have to do?
- What potential costs are there associated with traveling?
- How similar/different is their new environment to their old one?

Have the groups post their answers on a sheet of chart paper with their scenario card number.

All of the groups will then go around and read their scenario out loud and how they answered the questions. If you so choose, you can have the students from other groups add to each poster in a gallery walk style activity, or provide commentary to the group after they present and that group can add those comments to their chart paper.

Students will then reflect on their post-high school choices and think about which scenario most closely represents what they will experience next year.

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Resources/Materials: ○ Scenario cards ○ Markers ○ Chart Paper	• Which scenario most closely represents a pathway you are considering for next year and why? • What specific travel needs might you have in this pathway? • What has brought up today that you might not have thought about before?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Complete the decision reflection table for the row "travel and location."

Name: _____ Date: _____

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Making a Decision **Day 6**

Travel and Location Scenario Cards

Scenario 1: Simone

Simone is attending the University of Illinois at Chicago, she currently lives in Hyde Park with her family. When she goes to college next year she will continue to live at home with her family and commute to school. Simone does not have a car and isn't planning on getting one.

Scenario 2: Terrance

Terrance currently works part time at UPS in high school and his manager has given him a written offer for a full-time position at UPS that will start when he graduates. He currently lives with his mom and younger sibling and will continue to live with them until he saves up enough money to live on his own. Terrance's mom lets him use her car to get to work as long as he contributes money towards the expenses for the car.

Scenario 3: Michael

Michael will be going to a four-year college in St. Louis, Missouri next year. He is going to be living in the on-campus dorms and he will not have a car on campus. He plans to go back home to Chicago during his

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winter break and spring break.

Reflection:

- Which scenario most closely represents a pathway you are considering for next year and why?

- What specific travel needs might you have in this pathway? What costs are associated with these needs?

- What was brought up today that you might not have thought about before?

Making a Decision
Diversity

Day 7

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Journal:** When you hear diversity, what comes to mind? Is diversity important to you? Why or why not?

Activity

ARC Objectives: ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences ➕ **(A) Encounter. Understand:** Examines models	As students weigh their post-secondary options, the community they identify with and where they will feel safe is important. During this lesson, students will gain a clear understanding of what diversity means and clarify the importance of diversity in the settings they enter after high school. **Creating a definition:** 1. Have students share out their responses to the journal and work together to create a class definition of diversity 2. Take a look at the definition together. What is missing from either definition? What's similar? a. the state of being diverse; variety.

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Timing: 30-35minutes **Resources/Materials:** ○ Diversity Wheel graphic ○ Chart paper ○ Markers ○ Guiding questions	b. the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc 3. Think-pair-share: do you feel like your current environment is diverse? Why or why not? **Diversity Wheel:** ● Break students into 5 groups: school, community, city, state, country ● Provide each group with chart paper and markers ● Each group will look at the diversity filter wheel and consider how diverse their groups' environment is using the following questions to guide them: ○ What types of diversity do you see in this environment? What research could you do to check your perception? ○ Where do you notice the majority of differences in the population of your environment? Similarities? ○ What types of diversity would you like to see more of in your environment? Why? How do you think this would impact the population? ● Each group will present their analysis. Leave room for questions, differing opinions, and comments ● Individual Reflection: How important is diversity to you in your post-secondary decision? Who would you like to see in that space? Why?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Use your individual reflection to complete your decision summary table in the "diversity" row.

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Making a Decision

Diversity

Day 7

Directions: Use the diversity filters wheel below to consider the types of diversity in your groups environment. As you discuss, answer the guiding questions below.

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Making a Decision

Diversity

Day #

Group Guiding Questions

What types of diversity do you see in this environment? What research could you do to check your perception?

Where do you notice the majority of differences in the population of your environment? Similarities?

What types of diversity would you like to see more of in your environment? Why? How do you think this would impact the population?

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Making a Decision
Unique Needs

Day 8

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What are three things you need to consider in your decision making process other than what you want to do and money? (i.e childcare, accessibility, immigration status, etc.)

Activity

ARC Objectives:
- ➕ **(R) Describe & Evaluate. Understand**: Identifies current mindset and responds vs. reacts
- ➕ **(A) Choose. Lead:** Considers how decisions will affect their future (agency)

Timing: 30-35minutes

Resources/Materials:
- Writing prompts
- Further reflection options
- Making a decision summary chart

This silent reflection will encourage students to evaluate unique factors to consider when making their post secondary decision. Sometimes individual challenges can illuminate fear, creating a difficult environment to make a decision. Allow students the class period to journal and move through a series of prompts to uncover what some of these challenges can be, how fear may be woven throughout that, and what steps they can take next.

Teacher Note: Consider providing these prompts one at a time and allowing 5-10 minutes for students to journal rather than providing a list of prompts to avoid overwhelming students' reflective process.

Prompts:
- Choose one of the three things you need to consider from your entry journal. Why is this important for you to consider? Who does it impact most?
- What challenges does this bring to your post-secondary decision making process? How does that make you feel (mentally, physically, spiritually)?
- What makes you nervous or afraid about having to manage this challenge?
- On a scale of 0-10, how much control do you have to make this challenge easier (0 being no control, 10 being completely within your control)? How does that feel?
- If you rated 5 or below for how much control you feel, who or what would be able to support you? If you chose above a 5, what are three things that you could do to manage this challenge?

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	• In a perfect world, what would it look like for this challenge to not exist? How does it feel imagining that? Do you think this can be a possibility at some point? Why or why not? **Further Reflection:** *Choose one of the following:* 1. Choose a peer (or your teacher) to share your reflection with. How can they support you in managing this challenge? 2. Choose on the supports you identified during your reflection to reach out to. What would you say to them to ask you for support? What would it look like for that support to feel helpful? What would it look like if they weren't able to support you in the way you want? How would that feel either way? 3. If you feel like you have more control over this challenge, choose one of the actions you identified in your reflection to do! What steps do you need to take to enact this and start managing this challenge? What will it look and feel like once you do that? 4. Reflect on the following quote: *"As long as you have breath, you have options"* - Imani Cohen What comes up for you as you read this quote? Do you agree? Disagree? Why?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Complete your decision summary table in the "unique needs" row.

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Making a Decision

Reflecting on Unique Needs

Day 8

Directions: After your journaling today, you may have quite a bit to consider when looking at your needs following high school. Choose one of the "further reflection" questions below to begin processing what came up today.

Further Reflection: *Choose one of the following:*

1. Choose a peer (or your teacher) to share your reflection with. How can they support you in managing this challenge?

2. Choose on the supports you identified during your reflection to reach out to. What would you say to them to ask you for support? What would it look like for that support to feel helpful? What would it look like if they weren't able to support you in the way you want? How would that feel either way?

3. If you feel like you have more control over this challenge, choose one of the actions you identified in your reflection to do! What steps do you need to take to enact this and start managing this challenge? What will it look and feel like once you do that?

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4. Reflect on the following quote:
   "As long as you have breath, you have options" - Imani Cohen
   What comes up for you as you read this quote? Do you agree? Disagree? Why?

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Making a Decision
End of Unit Reflection

Day 9

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: How have the topics discussed over the course of the unit helped you think about your plans for after high school?

Activity

ARC Objectives:
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences
- ➕ **(A) Choose. Understand:** Weighs values. Makes decisions/identifies goals

Timing: 30-35minutes

Resources/Materials:
- Reflection questions

The Making a Decision unit has come to an end and students have thought about many different topics that will help them come to a decision about their postsecondary plans for next year. To reflect on all of the topics they have explored, the students will "think-pair-share" using their decision summary chart and the reflection questions.

"Think:" Students will answer the reflection questions by referring to their summary chart.

"Pair:" Students will pair up (they can also work in groups) and share their pros and cons list with each other. As students are sharing, have them write down something that their partner shared that resonated with them or made them think deeper about their own pros or cons.

"Share:" Come back as a whole group and have each/pair group share out.

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○ Making a decision summary chart	

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** How did talking about this decision throughout the unit make you feel? What topics made you feel excited? What topics made you nervous?

Name: _____ Date: _____

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Making a Decision **Day 8**

End of Unit Reflection

Reflection Questions:

1. What postsecondary options are you still considering? Your options might include colleges, trade programs, military, gap year programs, full-time work, etc. List the specific schools or programs.

2. Which of the options listed above would allow you to have the most non-negotiable things listed on your summary table?

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3. After thinking about questions 1 and 2, narrow down your options to the top two pathways you are considering. Using the table below, create a pros and cons list for each option. Use your summary table as a way to remind yourself of what is non-negotiable for you.

Option 1:	
Pros	**Cons**

Option 2:	
Pros	**Cons**

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Debrief Question: What did your partner share that resonated with you or made you think deeper about your own pros and cons?